

Intentional Instructional Practices

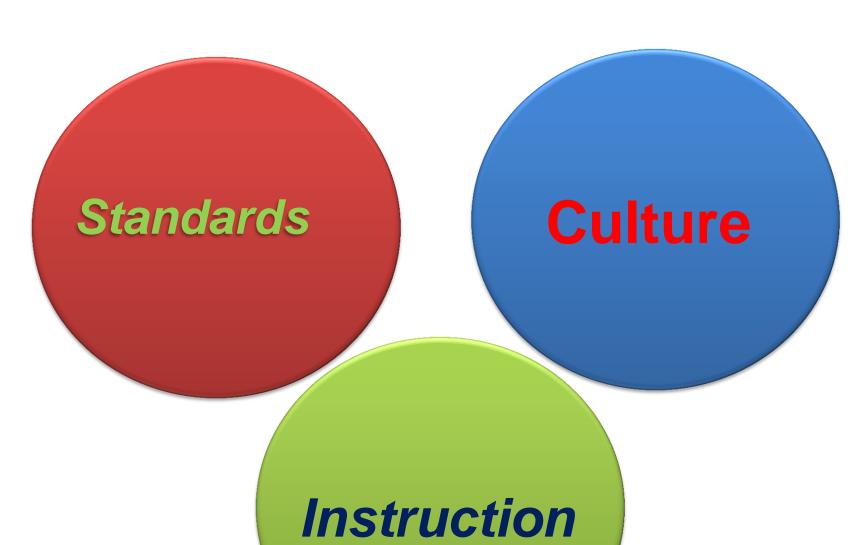
Creating a classroom culture that supports and promotes student learning

Standards

Instruction

Culture

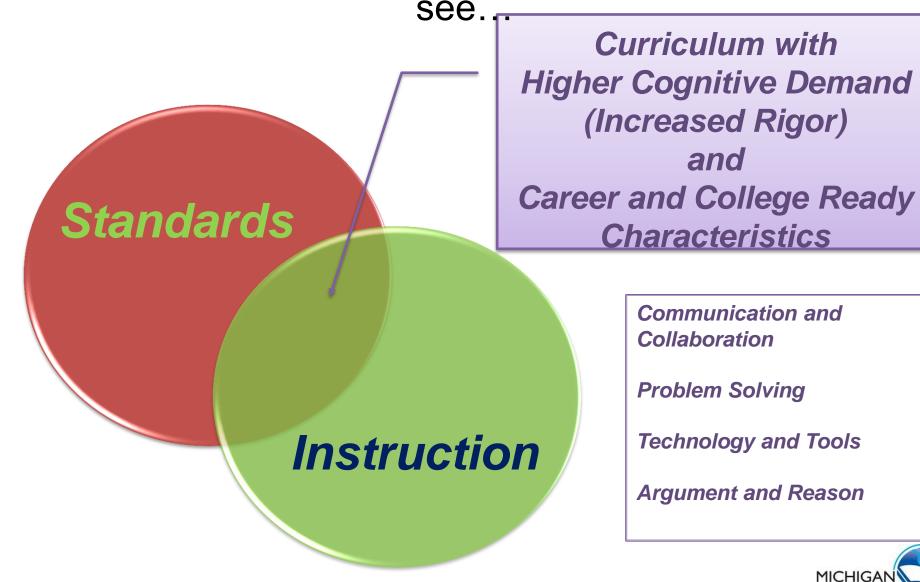




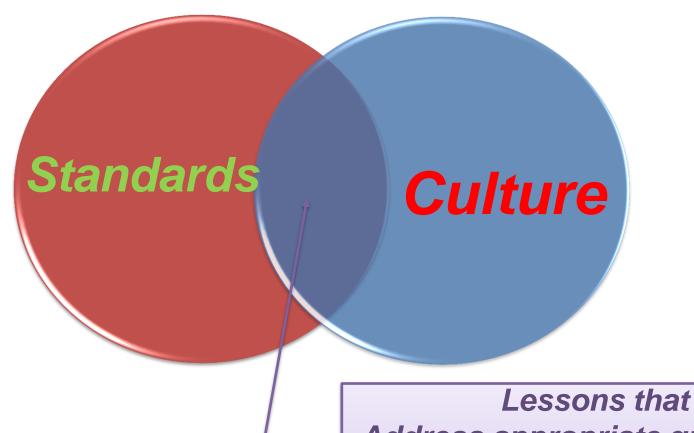




When Standards intersect with Instruction we'll



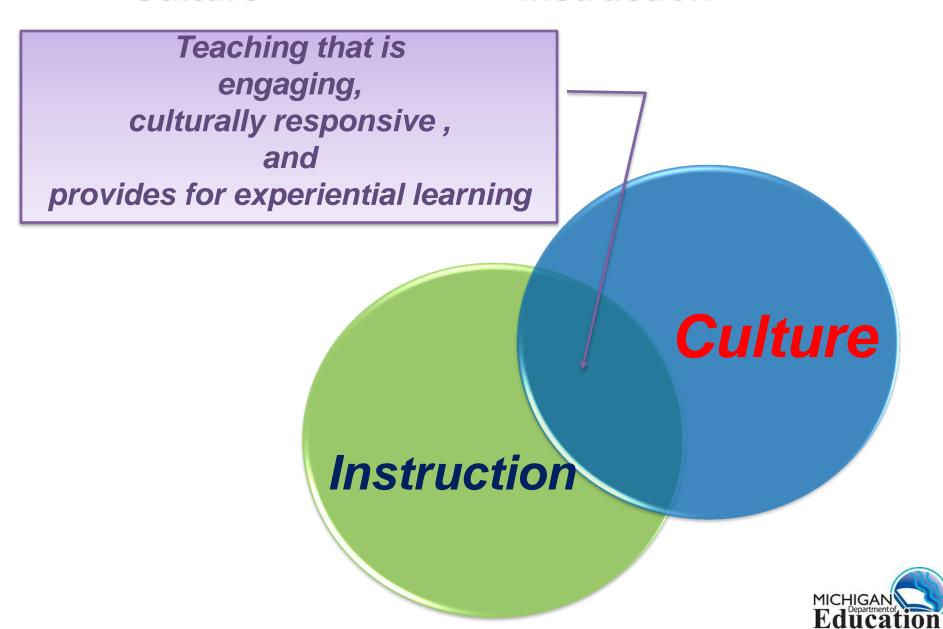
When **Standards** intersect with **Culture** we'll see...



Address appropriate grade level standards and Include content relevant to student lives



When **Culture** intersects with **Instruction** we'll see...



When **Standards**, **Instruction**, and **Culture** intersect we'll see...

Curriculum with Lessons that Higher Address Standards Cognitive appropriate **Culture Demand** grade level Intentional (Increased standards Instructional Rigor) and and **Practice** Include Career and content College Ready relevant to **Characteristics** student lives Instruction

Teaching that is engaging, culturally responsive, and provides for experiential learning



MI Goals for All Students

Career and College Ready Students:

- Use <u>technology and tools</u> strategically in learning and communicating
 - Use <u>argument and reasoning</u> to do research, construct arguments, and critique the reasoning of others
- <u>Communicate and collaborate</u> effectively with a variety of audiences
- Solve problems, construct explanations and design solutions

Tasks Worth Doing Tests Worth Taking

- Real World Challenges
- Relevant to Student Lives
- Integrate Content Areas
- Transfer of Knowledge



College Talk: Improving Students' Vocabulary

Grade 2, ELA, Vocabulary CCSS: ELA.L.2.5

Like 138















Essential questions:

What is your role with vocabulary?

What strategies do you currently engage your students to get to a greater bank of academic vocabulary?



Academic Vocabulary Word List

Using the vocabulary list, code the words you think you might hear or use in each of the content area:

M=Math

ELA = English Language Arts

SS = Social Studies

S = Science

You may discuss with a partner or your table group.

We'll chart as a whole group in about 5-8 mins.

Relative Vary **Formulate Calibrate** Itemize Misfortune Solution **Structure** Height Protect Group Response

^{**}Keep in mind our essential questions.

Essential questions:

What is your role with vocabulary?

 What strategies do you currently engage your students to get to a greater bank of academic vocabulary?



Common Core and Academic Vocabulary

Review pages 32 and 33 of Appendix A of the Common Core.



Vocabulary

Acquiring Vocabulary

Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.

Marilyn Jager Adams (2009, p. 180)

The importance of students acquiring a rich and varied vocabulary cannot be overstated. Vocabulary has been empirically connected to reading comprehension since at least 1925 (Whipple, 1925) and had its importance to comprehension confirmed in recent years (National Institute of Child Health and Human Development, 2000). It is widely accepted among researchers that the difference in students' vocabulary levels is a key factor in disparities in academic achievement (Baumann & Kameenui, 1991; Becker, 1977; Stanovich, 1986) but that vocabulary instruction has been neither frequent nor systematic in most schools (Biemiller, 2001; Durkin, 1978; Lesaux, Kieffer, Faller, & Kelley, 2010; Scott & Nagy, 1997).

Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means but also how to use that word in variety of contexts, and they can apply appropriate senses of the word's meaning in order to understand the word in different contexts (Landauer & Dumais, 1997; Landauer, McNamara, Dennis, & Kintsch, 2007; Nagy, Herman, & Anderson, 1985).

Initially, children readily learn words from oral conversation because such conversations are context rich in ways that

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Appendix A:

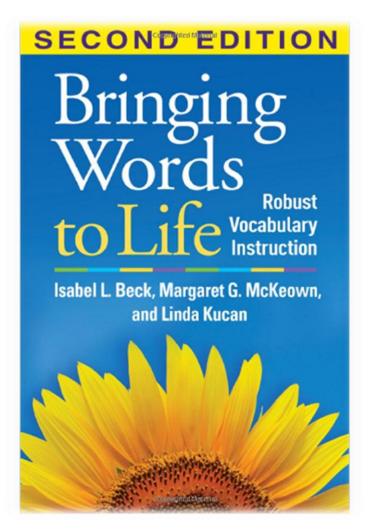
www.corestandards.org

Tool for Choosing Tier 2 Words

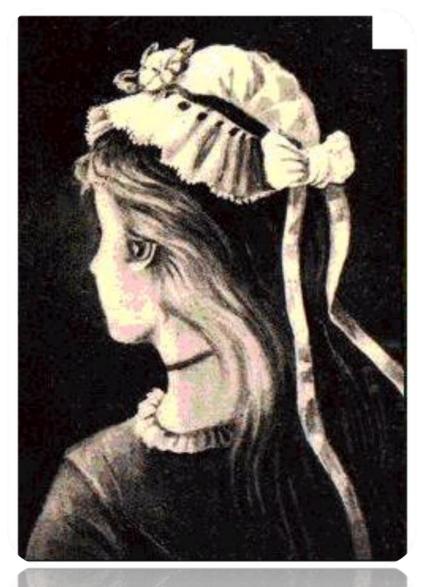
Academic Vocabulary

Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS, Appendix A, pg. 33)

Tier 2 Words	Criteria to determine which words to teach:	Instruction Not address Tell Worthy
	 □ Students are likely to see the word often in other texts and across domains. □ The word will be useful in students' writing. □ The word relates to other words or ideas that the students know or have been learning. □ Word choice has significance in the text. □ The context does not provide enough information for students to infer the meaning. 	
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What do you see?





What do you see?





What do you see?





Sample Walkthrough Tool

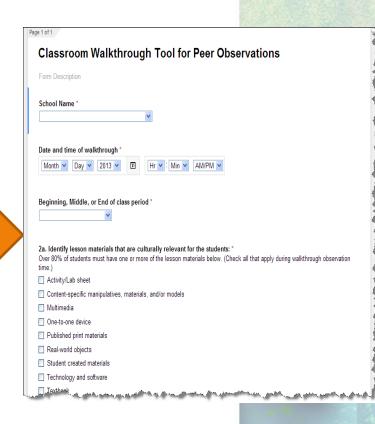
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Data Collection made easy!

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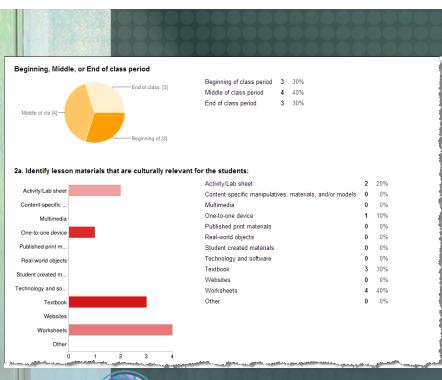


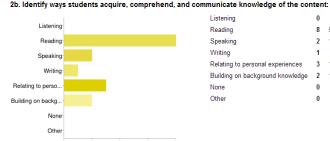




Data Dialogue

- What insights emerge from the data?
- What questions does this raise?
- What changes might we make?
- What kinds of decisions might we make as a group?





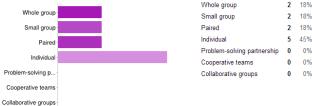


2c. Determine level of class engagement:



Highly engaged – Students are authentically engaged	1	10%
Well managed - Students are willingly compliant, ritually engaged	7	70%
Disengaged - Students actively reject the assigned task or substitute another activity	2	20%

3b. Identify grouping format:







What do you see? • What do you notice? · What stands out? Data Dialogue Discussion Responses Reflect • What jumps out? • What catches your attention? Write responses to question prompts in the spaces provided. Submit document via EduGuide. · What seems unclear/unclear? Intro notes • What concerns you? • What pleases you? · Where is more work needed? · What seems the most critical? Analyze • What seems to be the central issue or key problem area? What do you see • What insights are beginning to emerge? in the data? · What kinds of changes might we need to make? · What actions will we take? · What will we do differently? What do you think about the • What kinds of decisions might we need to make as a group? data? • What do we need to do in order to take action? • What does this mean for future lessons? · What are we committing to? Action Plan Form Action items need to be specific, measurable, achievable, realistic, and timely. Action plan form to be completed and submitted via EduGuide. What evidence do you hope to see Who will be responsible for implementing By when will the action item be Action item to be completed? during the next cycle of implementing action item(s)? implemented? (should be derived from data collected) the action item? (include all names) (specific date) specific to action item

You try it!! You CAN do it!!

- 1. Intentionally plan for and implement academic vocabulary in your classroom.
- 2. Collect evidence of your implementation

Examples: Take a picture of students creating or using academic vocabulary

Write a reflection of the experience

Collect student work from the experience

- 3. Collect an exit ticket from the students for the experience
- 4. Share these items and your experiences at your next meeting



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